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ABSTRACT

This document outlines a comprehensive plan developed by the Minnesota State Department of Education for improving school effectiveness throughout the state. The first four sections of the paper present prefatory material, including a general introduction, current comparative statistics on Minnesota schools, need statements (state legislation establishing a statewide instructional effectiveness plan, providing for its implementation, and allocating funds), and a list of research-based characteristics of effective schools. The fifth section outlines the plan in two phases, listing objectives, budget, and timeline for each phase. The sixth section--the bulk of the document--outlines the Minnesota School Effectiveness Implementation Model. The 15 characteristics of effective schools to promote student academic and psychosocial development are presented and discussed: clearly defined goals, building-level leadership, supportive school climate, school-site management, curriculum articulation, staff development, collaborative planning, parent involvement, teacher-designed instruction, district-level support, high expectations, order and discipline, cooperative group learning, multi-ability grouping, and positive teacher-student interactions. Critical attributes of the training model are then delineated, followed by the plan to implement the training model at pilot sites. References are included, along with two illustrative flow charts.(TE)

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A Comprehensive Plan for School Effectiveness

Article 3, 121.60

EA 017 856

Minnesota Department of Education

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I. Introduction

"The difference in our schools and differences in classrooms have more to do with human relationships than anything else."
-- John Goodlad, A Place Called School (1983).

Goodlad suggests in his study that neither the method of teaching nor the curriculum allow us to differentiate between schools. Wilbur Brookover supports this conclusion in his book Creating Effective Schools (1982) when he states that "for the past decade educators, researchers and the public have ... sought to explain low student performance by either the characteristics of the individual student or the family background." Brookover submits that "both of these explanations of student learning have largely ignored the influences of the principal and teacher with whom students interact."

Educational researchers are presenting a broad framework to guide improvement efforts in our schools. They have shown that:

- The allocation of time is directly related to what students learn.
- Student engagement rates in instructional tasks can be higher.
- Systematic instruction results in student mastery of basic skill areas.
- Schools need to provide a supportive climate which assures the safety of students and teachers and creates an aura which communicates the importance of school work.
- The goal of the school must be clearly communicated to all members of the school community.
- The school must set high expectations for all.
- The critical elements of teaching and instruction must be carefully monitored.

Once the framework of an effective school is identified the much more complex task of implementing the characteristics begins. The research on change provides many insights into this complex process.

- Systematic planning and monitoring are important in the change process.
- Leadership and team work are essential.
- Staff and parent involvement needs to be carefully designed to assure ownership and commitment.
- The change process must contain benchmark points by which the change can be measured.

During FY 83, staff of the State Department of Education worked with representatives of the Metropolitan Educational Cooperative Service Unit, reviewing the research on effective schooling, developing concept papers for legislative action, and began to discuss implementation and training processes. In addition, the SDE supported the work of the Metro ECSU and the Multi-district Consortium for Long Range Planning in the development of a comprehensive review of school effectiveness research. The resulting publication, School Improvement: Research-Based

Components and Processes (1983), provides a useful synthesis of the effective schools research.

A concept paper (Figure 1) developed for the 1983 legislature identified a ten step process leading to instructional effectiveness. This model supported many of the pre-existing school effectiveness processes being utilized in schools throughout the state. It was developed to strengthen and expand those efforts, not supplant them.

It should be noted that all references to this point have been to school effectiveness rather than instructional effectiveness. The research clearly indicates that instructional effectiveness is a subset of the larger systemic concept of school effectiveness. Brookover and other researchers state emphatically that the characteristics of effective schools are not isolated components but rather that they are integrated and must be considered in total. The emphasis of this plan will be directed toward school effectiveness with the clear understanding that instructional effectiveness is an important subset.

II. Toward Even More Effective Minnesota Schools

Minnesota has long taken pride in its commitment to education and the quality of life that has resulted. A few such indicators are as follows:

- Last year we ranked first in the nation with an 89% graduation rate vs. 74% nationally.

  42% of our graduates went on to college, 15% to vocational training. Minnesota is also among the states with the lowest percent of dropouts and highest percent employed after graduation.

- We rank seventh among all states on what we spend for public education ($3,112 per pupil in 1981-82).

- On Assessment tests in the "basic" subjects (math, reading, writing) our students score high when compared with other states.

  Two years ago Minnesota 11th graders sored 79% on reading assessment tests, compared with a national average of 74% and 70.07% in the central states. Last year Minnesota 4th graders scored 71.5% in math, compared with a national average of 67.3% and 69.5% in the central states.

- Minnesota students compared favorably on college aptitude tests.

  Last year Minnesota college-bound students averaged 482 on the verbal part and 538 on the math part of the Scholastic Aptitude Test (SAT); the national averages were 425 and 468, respectively. In the American College Testing Program (ACT), Minnesota students had a median score of 20.2 out of a possible 36; the national average was 18.3.

However, even in Minnesota most school improvement has historically addressed one change factor at a time. Evaluations of the change efforts usually have resulted in no significant difference and researchers have then called for more money and further research. The increase of resource allocations to schools is not likely to continue at the same rate in the future. A need for greater efficiency and effectiveness in the use of the present scarce resource is in order.

III. Need Statements

In 1983, the Minnesota State Legislature passed legislation (M.S. 121.608-121.609) to develop and establish a statewide effort to maintain and improve the instructional effectiveness of Minnesota schools. This action was reinforced by the subsequent publication of A Nation At Risk (Gardner, U.S. Commission on Excellence), High School: A Report on American Secondary Education (Boyer, Carnegie Foundation for the Advancement of Teaching), and other national studies.

Each of these publications is creating public readiness and support for the improvement of schools.

The concept paper referenced in figure 1 provided input to those writing the legislation.

In the introduction to the legislation that was subsequently passed, the following sentence appears:

> "Inservice training programs shall be designed to offer a broad spectrum of experiences, including activities which require active participant involvement rather than classroom lectures."
>
> - Article 8, Section 1 (121.60) Subd. 1

A. Instructional Effectiveness Legislation (Article 8, 121.60)

SECTION 2. (121.608) (Instructional Effectiveness Plan)

By January 1, 1984, the commissioner of education shall develop a comprehensive statewide plan for maintaining and improving instructional effectiveness in the schools. The plan shall encourage implementation of school effectiveness strategies based on research findings in the area, develop inservice training models for school district staff, integrate developments in educational technology with classroom instruction models, and develop a mechanism for establishing a statewide network to coordinate and disseminate information on research in instructional effectiveness. The commissioner may employ consultants and specialists to assist in the development of the plan, and, to the extent possible, shall utilize the information provided by the planning, evaluation, and reporting process and the statewide assessment program.

SECTION 3. (121.609) (Instructional Effectiveness Training)

Subdivision 1. (Advisory Task Force; Program Model) By January 1, 1984, the commissioner of education shall appoint an advisory task force to assist the department of education, in cooperation with the educational cooperative service units, in developing an implementation model for training school district staff in instructional effectiveness. The training program model shall be based on established principles of instructional design and the essential elements of effective instruction as determined by educational research. The training program model shall take into account the diverse needs of the school districts due to such factors as district size and location, and shall be structured to facilitate regional delivery of the training through the educational cooperative service units.

Subdivision 2. (Pilot Testing of Training Model) Between January 1, 1984, and January 1, 1985, the commissioner shall administer a pilot program of the instructional effectiveness training models which shall be implemented in at least 20 pilot sites throughout the state. The advisory task force established in subdivision 1 of this section may recommend modifications in the training models as necessary.

Subdivision 3. (Evaluation and Report) The commissioner shall pay an independent evaluator to conduct an evaluation of the effectiveness of this section. The evaluator shall submit a report, including a sample survey of district personnel trained at the pilot sites, to the commissioner by January 1, 1985.

SECTION 25. (Reports to the Legislature)

By February 1, 1984, the department of education shall report to the education committees of the legislature on the progress of implementing the programs in section 1 to 3, and 13 to 20 of this article.

By February 1, 1985, the department of education shall report to the education committees of the legislature on preliminary evaluations of the programs and participants in sections 1 to 3 and 13 to 20 of this article.

SECTION 26. (Appropriations; Department of Education)

Subdivision 3. (Instructional Effectiveness Plan) The sum of $50,000 is appropriated for the purposes of section 2 of this article.

Subdivision 4. (Instructional Effectiveness Training) The sum of $300,000 is appropriated for the purposes of section 3 of this article. No more than $15,000 shall be used for the evaluation required in section 3, subdivision 3, of this article.

IV. A Research-Based Response

A great body of research on schools, instruction, and learning has become available to guide the development of school improvement programs. Such major research studies and reviews include A Place Called School: Prospects for the Future (Goodlad, 1983), School Improvement: Research-Based Components and Processes (Metro ECSU, 1983), "Too Soon to Cheer? Synthesis of Research on Effective Schools" (Purkey and Smith, Educational Leadership, December, 1982), and Creating Effective Schools (Brookover, Beamer, Efthim, Hathaway, Lezotte, Miller, Passalacqua, and Tornatzky, 1982). It is now possible for Minnesota schools to have access to a common process for school improvement based on recent research.

The legislation mandates the creation of an advisory task force which is charged to assist the Department of Education to develop a research-based implementation model for training school district staff in instructional effectiveness. The legislation also requires the creation of a pilot testing procedure which will field test the inservice model in at least twenty sites between January 1, 1984, and January 12, 1985.

The instructional effectiveness legislation is the keystone of the Technology and Educational Improvement Law (Article 8). It is designed to provide an instructional leadership perspective to the subject area inservice training and the MN Technology Act. The instructional effectiveness workshops and other training will utilize technology where feasible and possible. It is further projected that districts utilizing the components identified in the research as indicators of effective schools will find the planning, evaluating and reporting process of the PER legislation to be both appropriate to and facilitative of the processes of developing an effective school.

From the research and legislation described above the following characteristics of effective schools have been developed and become the basis for the MN School Effectiveness Plan:

RESEARCH-BASED CHARACTERISTICS OF EFFECTIVE SCHOOLS

In order to be effective in promoting the academic, vocational, social/civic, and personal development of students, schools should demonstrate all of the following characteristics:

1. Clearly defined goals and expectations related to student achievement.

2. Building-level leadership that encourages and monitors progress toward the goals and expectations.

3. School climate which supports and reinforces the pursuit of the goals and expectations.

4. School-site management with considerable autonomy in determining the exact means by which the goals and expectations are to to met.

5. Curriculum articulation and organization with appropriate time devoted to planned, purposeful instruction focused on the desired outcomes and coordinated across grade levels.

6. A building-level staff development program directed toward school-wide goals and closely related to the instructional program of the school.

7. Collaborative planning and collegial relationships among staff and administration at building level.

8. Parental involvement in their child's education and parental support of the goals and expectations of the school.

9. Teacher-designed instruction that maximizes substantive learning time, monitors student progress, and gives regular feedback to students regarding progress.

10. District-level support for building-level management of improvement efforts.

11. High expectations commonly shared for the performance of staff, administrators, and students.

12. Order and discipline communicating the seriousness and purposefulness with which the school takes its tasks.

13. Cooperative group learning emphasized.

14. Multiability groups of students organized for majority of instructional day.

15. Positive teacher-student interaction.

Adopted from: School Improvement: Research-Based Components and Processes for Effective Schools, Metropolitan Educational Cooperative Service Unit, 1983.

V. The Plan

A. Phase One (May 1983 - January 30, 1985)

1. Objectives
   - To carry out the Instructional Effectiveness Program according to legislative intent.
   - To establish a pilot program involving at least twenty schools.
   - To provide training for ECSU facilitators.
   - To test the effectiveness of the Instructional Effectiveness model.
   - To report findings to the legislature.
   - To, if appropriate, request funds for the implementation of Phase Two.

2. Primary Responsibility
The SDE will be primarily responsible for Phase One, with support and assistance from an advisory committee and the ECSUs.

3. Budget

Planning--including development of research, synthesis, inservice models, a state-wide network and the integration of technology with school effectiveness.	$50,000.00
Training and implementation of at least twenty pilot sites.	$285,000.00
Evaluation of model.	$15,000.00
Total	$350,000.00

In February 1984, staff of the regional Educational Cooperative Service Units, who are potential regional school effectiveness facilitators, will experience an inservice session which will review the school effectiveness research, the statewide plan for school effectiveness and the role of the ECSUs in the implementation of school effectiveness training.

During March, regional overview/awareness sessions will be held for all 435 districts to inform representatives of the district (at least the local superintendent and one building principal) about the research on school effectiveness and the criteria to become a pilot site. Twenty pilot sites will be selected using the following criteria:

Note: The site selection criteria which follow are developed from the research findings which identify the building as the locus in which change occurs.

1. Each school selected has demonstrated:
   a. commitment of the building staff to the components of school effectiveness;
   b. evidence of district support for the building-level involvement, as well as district contribution of the time and resources needed for staff development.
2. The sites shall include schools with varied degrees of experience with school effectiveness efforts, from little or none to extensive experience.
3. The sites shall include schools of varied size in accordance with the state demographic information.
4. The sites will include schools from all regions of the state. (Two sites from each ECSU region and two "at large".)

Note: At least 1/3 of the sites will be elementary buildings and 1/3 will be secondary buildings.

The staff will prepare a pilot application draft for advisory committee review and comment. The intent would be to make it possible for the Commissioner to select pilots, using the criteria without knowing names of schools and/or people.

The training provided to the pilot sites may use inservice components developed by the Mid Continent Regional Educational Laboratory (McREL), as well as materials developed by project staff and consultants which are consistent with the research on effective schooling. Additional components will be developed in response to inservice needs of participating schools. The workshops which have been designed meet the following objectives.

- Increase participants' understanding of the effective schools research and its applications.
- Examine and select strategies that will improve the performance of administrators, teachers, and students.
- Develop a long-term, multi-year, building-level effective schools plan.

The workshop activities will develop the competence of building staff in implementing the components of effective schooling. It is anticipated that these training sessions will be conducted throughout the state. An individual designated by each ECSU should be included in the pilot site team training for 1984. Since this individual could be a potential facilitator, should funding become available, this selection should be based upon research-supported facilitator competencies. Training expenses for one individual in each region will be provided by the statewide instructional effectiveness project.

ECSU's who have available staff, in so far as possible, shall work with pilot site facilitators in networking, technical assistance and follow-up activities to the pilot sites.

In addition to these workshops, special training sessions for administrators will be provided to increase their competence in building-level leadership issues as described above.

An evaluation process will be developed which will measure whether, and to what extent, the training provided to staff and the resultant implementation of that training produces measurable achievement gains. Because of the virtual impossibility of observing measurable increases in general achievement, student achievement data will be gathered only in the area of mathematics.

4. Phase One Timeline

May-Dec. 1983
- Research on School Effectiveness is completed.
- A special work group met during this time to prepare background information for inservice designs, identify what inservice modules presently existed; developed advisory task force selection criteria; formulated a research-based list of effective school characteristics; and developed the basic elements of the state plan.

December 1983 - Advisory Task Force appointed by the Commissioner.
- The Statewide Plan for maintaining and improving instructional effectiveness in the schools was developed.

January 1984 - The Advisory Task Force meets to:
1. Review the statewide plan,
2. Review site selection criteria.
- Plan initial regional overview/awareness sessions for all 435 LEAs for implementation in March 1984.
- Review contracts for initial inservice module development.

February 1984 - Inservice sessions held for regional ECSU staff as potential facilitators.

March 1984 - Overview/Awareness sessions conducted in 9 regions to solicit potential pilot sites.

April 1984 - Potential pilot sites reviewed by Advisory Task Force and sent to Commissioner.
1. Commissioner selects pilot sites based upon established criteria.
2. Initial assessment of training needs in sites conducted.

May-June 1984 - Pilot site training is conducted.

Aug.-Jan. 1985 - Ongoing training of sites based upon identified needs, assisted by ECSU failitators, in so far as possible.

Jan.-June 1985 - Final evaluation data gathered and processed.

February 1985 - Report of preliminary pilot site evaluation data to legislature.

June 1985 - Final evaluation report to legislature.

B. <u>Phase Two (July 1, 1985 - June 30, 1989)</u>

1. Objectives
- To continuously disseminate the findings of the Instructional Effectiveness pilot phase (Phase One).
- To create an information network, both computerized and print, for school effectiveness.
- To create a resource network of ECSU trainees/facilitators and pilot program personnel.
- To create networking among schools facilitated by ECSUs.
- To expand instructional effectiveness training opportunities to cover all MN LEAs by June 30, 1989.
- To provide continuous research and evaluation.

2. Primary responsibility
During phase two, the State Department of Education will utilize performance contracts with each region which will clearly state the expectation for facilitors in the region.

To support local school effectiveness efforts, beginning July 1985, a statewide network of schools implementing such programs will be established with regional facilitators funded at each ECSU. It is anticipated that each ECSU would provide training for twenty-five percent of the schools in their respective regions for training each year. This would allow all of the approximately 1600 elementary and secondary schools of the state access to the school effectiveness training by July of 1989. Resources will be requested to fund a regionally based center which would coordinate the state-wide dissemination of training materials and processes and other print and non-print resources.

At the state level, training and development activities will be revised, adopted, or developed as the evaluation data indicate. Coordination and guidance of the regional programs will be provided. A major longitudinal evaluation study will begin in FY 86 with completion in FY 90. This continuous research and evaluation process will focus on changes in the original pilot schools (20), particularly in the areas of general student achievement. Moreover, academic progress statewide will be measured by sequential administration of state assessment batteries over the four years of Phase Two.

3. Budget
Budget estimates will be developed when more complete information is available.

4. Phase Two Timeline

Jan.-May 1985
- Develop legislative proposal for funding Phase Two in cooperation with ECSUs.

July 1985-June 1989
- Identify, train and support school effectiveness facilitators in each ECSU.
- Develop and implement an interactive support network of schools utilizing technology and appropriate network processes.
- ECSU facilitators will train approximately 25% of the buildings in their respective regions each year.
- Additional inservice modules and other training resources developed and implemented as needed to support the implementation of school effectiveness characteristics.
- Longitudinal research study will be implemented and a final report provided in June 1989.

MINNESOTA SCHOOL EFFECTIVENESS IMPLEMENTATION MODEL

1.0 INTENDED OUTCOMES

In order to promote students' academic and psychosocial development in Minnesota schools, a model for school effectiveness has been developed based on current research. Fifteen characteristics of schools shown to promote such student outcomes are presented in section 1.1 with brief descriptions of the concepts and research support. These characteristics describe the schools which are intended to result from the Minnesota School Effectiveness program.

In addition to enhancing the effectiveness of involved schools, the program is intended to test the Minnesota School Effectiveness training model in at least twenty pilot sites. The intended outcomes of the pilot testing are described in section 1.2.

1.1 Characteristics of Effective Schools to Promote Student Academic and Psychosocial Development

The Minnesota School Effectiveness program is designed to enhance the fifteen characteristics shown to be positively related to students' academic and psychosocial development. A description of each follows.

Characteristic 1: Clearly defined goals and expectations related to student achievement

A school which has consensus and commitment among its staff, administration, students, and community to a clearly defined set of goals and expectations related to high achievement is desired.

A central value of effective schools is high academic standards and student achievement (Brandt, 1982; Fairman & Haddock, 1981; Gauthier, 1982; Gray, 1981; Handler, 1972; Hersh, 1982; Holmes, 1981; Lasley & Wayson, 1982; Lezotte, 1982; Matthews, 1979; Murphy, Weil, Hallinger, & Mitman, 1982; Squires, Huitt & Segars, 1981). The interactions between members of an effective school emphasize and place high importance on students' academic achievement. This value system can be demonstrated by:

- having school goals and administrative, teacher, and student performance expectations clearly stated in written form
- organizing the school's activities around "high student achievement" (High student achievement should be a clearly defined standard and be recognized by all as a priority of the school.)
- designing school policies and procedures to promote student achievement
- ensuring consensus and commitment to these goals among administrators, teachers, and students

Characteristic 2: Building-level leadership which encourages and monitors progress toward high goals and expectations

The principal holds an important position within the school to influence and promote a value system which esteems academic excellence.

The school has been identified as the appropriate unit for change (Brookover, Beady, Flood, Schweitzer, & Wisenbaker, 1979; Brookover & Lezotte, 1979; Rutter, Maughan, Mortimore, Custon & Smith, 1979). The leadership within the school has also been identified as pivotal to promoting desirable interactions among its members and promoting commonly valued expectations and goals (Behling, 1981; Curran, 1982; Frazier, 1982; Kelley, 1981; Miller, 1982; Shoemaker & Fraser, 1981). The principal of an effective school:

- establishes specific procedures and criteria for evaluating classroom instructors and students. (Multiple assessment methods are used to monitor both students and staff.)
- is knowledgeable about the process of school improvement and about the dynamic structure of their school organization
- is trained to evaluate instruction (Teachers are aware of and respect the principal's competence as an effective instructional supervisor.)
- observes classroom instruction regularly and meets with teachers to discuss and improve classroom practices
- offers ongoing, constructive feedback to the teaching staff on their effectiveness
- rewards teachers for excellence in teaching
- organizes yearly student achievement assessments and uses those test results as one source of information for planning improvement activities

Characteristic 3: School climate which supports and reinforces the pursuit of the identified goals and expectations

School climate has been identified as "the attitudes, beliefs, values, and norms that characterize the social system of a school" (Brookover & Erickson, 1975, p.360). The school's climate has an impact upon its members and an impact upon how those members perform (Zigarmi, 1981). Climate, then, is a tone or atmosphere which results from the interaction among teachers, students, and principals (Chamberlin, 1971). A healthy, effective climate is characterized by

- school administrators and staff working together in the decision making process
- school administrators and staff having high expectations for student achievement (Students are well aware and understand these expectations.)
- students expecting to master their academic work
- school administrators and teachers holding high expectations for student behavior (Students are aware of these standards and expect to be punished for breaking rules.)
- a high rate of successful student-engaged time-on-task. (Instruction is a priority and is rarely interrupted.)
- teachers and students showing enthusiasm for teaching and learning
- teachers showing students they care about them
- school personnel, students, and community taking pride in their school

Characteristic 4: School-site management with considerable autonomy in determining the exact means by which the goals and expectations are to be met

As mentioned in the description of Characteristic 2, the school has been identified as the most appropriate place for planned change. The critical variables which need to be considered occur at the school level (Metro ECSU, 1983).

The school has also been identified as the best focal point for inservice programs; inservice programs tend to be more successful when they are school-focused

programs rather than curricular or district-level programs (Henderson & Perry, 1981). Research has indicated that schools have a considerable amount of autonomy in determining the exact means by which to address the problems of increasing academic performance (Hunter, 1979).

Further, Heckman, Oakes & Sirotnik (1983) found that each school has its own culture resulting from organizational arrangements, patterns of behaviors, and assumptions. The local school is where "social, political and historical forces" impact practice; each school will be affected by these forces in different ways.

The organizational and environmental idiosyncracies of a school must be considered (Perry, 1981) for district-wide change efforts have not been found to be successfully implemented (Berman & McLaughlin, 1978).

Effective change efforts have also been characterized by the involvement of teachers in initiating, planning and conducting change programs by program design by the collective effort of the faculty with a commonly held purpose (Lawrence, Baker, Hansen & Elzie, 1974).

A school staff which collectively determines the process and procedures for attaining school goals and expectations:

- works together well in the decision-making process
- uses staff input in helping to determine school procedures and practices
- encourages collegial relationships among instructional staff and between administrators and teachers
- has a principal who creates an "our school" concept: a school with which citizens, teachers, staff, and pupils identify
- develops a staff norm for continuous improvement of classroom instructional practices
- involves the principal in the instructional program
- creates school improvement programs to meet the schools identified needs and concerns

Characteristic 5: Curriculum articulation and organization with appropriate time devoted to planned, purposeful instruction focused on the desired outcomes and coordinated across grade levels

Matching the content, objectives, and activities to be taught to the desired outcomes identified by the school is a worthwhile activity. The curriculum should be

organized to reflect the skills and objectives to be covered; this organization increases the likelihood that those skills and objectives will actually be taught (Squires, et at, 1981). Simply stated, students learn what is taught. Once the goals and expectations for student performance have been identified, the curriculum should be reviewed to ensure that what is taught aligns with those stated goals and expectations.

Also the amount of time-on-task that is devoted to the content and objectives to be covered should be considered. The assumption underpinning time-on-task is that the more time devoted to a topic; the better grasp a student is likely to have on the topic (Denham & Lieberman , 1980; Fredrick, 1980; Gauthier, 1982; Gross, 1983; Handler, 1972; Harnischfeger & Wiley, 1976; Lanier & Glassberg, 1981; Lezotte, 1982; Murphy, Weil, Hallinger, & Mitman, 1982; Squires, et al, 1981). A distinction has been made between sheer quantity and quality of time. Academic learning time (ALT) has been shown to be the best measure of active time-on-task. ALT is characterized by a high rate of successful engagement by students in academic learning activities.

A school which has organized curriculum and instruction to match desired outcomes and goals:

- determines grade-level objectives and articulates those objectives across grade levels
- ensures that the textbooks, activities, and curriculum match desired student outcomes
- increases students' successful engagement rate of academic learning time
- trains teachers in techniques to increase academic learning time
- organizes school activities to maximize learning time. (Instruction is rarely interrupted.)
- presents rules, procedures and assignments to students in a clear, detailed manner
- determines that content is appropriate given the student's prior learning

Characteristic 6: A building-level staff development program directed toward school goals and closely related to the instructional program of the school

Inservice programs are intended to improve the knowledge, skills, and attitudes of the participants. As mentioned in Characteristic 4, the individual school seems to be the most appropriate system within which change efforts occur. Meaningful change,

reports Gauthier (1982), involves the whole school: the principal and a critical mass of the faculty. Staff development should be school-wide rather than specific to individual teachers and should be closely related to the instructional program of the school (Venezky & Winfield, 1979; Glen, 1981; Armour, 1976; Levine and Stark, 1981.)

Effective staff development programs include an intensive training schedule: multiple sessions, spread over time, with opportunities to discuss and problem s[illegible] (Fullan & Pomfret, 1977). An intensive schedule differs greatly from single workshops or pre-service training. Successful inservice programs should be relevant, relate to current classroom concerns, be accessible, and conducted in a supportive and collegial environment (Berman & McLaughlin, 1976). Appropriate staff development grows out of expressed needs of teachers and is a part of the process of collaborative planning and collegial relationships (Purkey & Smith, 1982). Collegial relationships among staff help create an atmosphere conducive to change rather than having staff development viewed as remediation which encounters resistance (Purkey & Smith, 1982). Effective change efforts have been shown to have the active involvement of teachers in initiating, planning, and conducting of training. Training programs are effective when designed by the faculty with commonly held goals in mind (Lawrence et al, 1974).

Successful building-level staff development programs:

- include staff input into content, planning and training
- are designed with the help of the staff with commonly held purposes in mind
- are relevant to current classroom concerns
- are conducted in a supportive, collegial environment
- state clearly expected changes in classroom behavior and support those changes by peer and administrative observations and conferencing
- are conducted at the school site
- have demonstration opportunities and train teachers to observe new practices in themselves and others
- do not rely on lecture presentations as the main activity
- are scheduled at times that do not compete with but complement other professional obligations

Characteristic 7: Collaborative planning and collegial relationships among staff and administration at the building level

Judith Warren Little (1981) reported that among the characteristics of schools that had successfully implemented change was a norm of collegiality. Collegiality allows teachers to teach others about effective instructional behaviors. This includes professional talk, peer observation, and co-planning of materials: curriculum, lesson plans, tests, and other materials.

Showers (1983) found that new teaching models were more likely to be incorporated into regular classroom teacher behavior when "coaching" was included as follow-up to teacher inservice programs. Coaching includes the regular classroom visits of administrators, teachers, or trainers after initial training to promote the use of newly acquired skills. Coaching is best conducted in collegial environment.

Participant planning and decision making is often cited as an important means of facilitating planned change efforts (Berman & Pauly, 1975; Klausmeier, 1982; Lawrence et al, 1974; Naumann-Etienne, 1974; Parish & Arends, 1983; Thompson, 1965). The benefits of participant planning are numerous: increased clarity about the innovation, reduced initial resistance, less development of resistance during implementation, and increased likelihood of effective "mutual adaption" (Parker, 1980). Berman & Pauly (1975) found that if teachers did not participate in the day-to-day decisions involved in the adaption of an innovation, implementation was more difficult and less effective.

Because teachers are usually the "consumers" of school change efforts, attaining their support is crucial. Teachers have relative autonomy in their classrooms; they must see the necessity for a new practice in order to change their instructional behavior. Involving teachers also helps ensure that goals, objectives, strategies, and tactics are clearly understood.

Collaborative planning and collegial relationships will be demonstrated by:

- the regular and frequent professional talk among teachers about effective instruction

- peer observation and feedback of instructional practices
- administrative instructional supervision and conferencing
- a norm of experimentation where trying new instructional practices is promoted
- staff input into the development of goals, objectives, and expectations
- staff input into planning
- a staff decision-making process
- co-planning of instructional materials: curriculum, lesson plans and tests

Characteristic 8: Parent involvement in their child's education and parental support of the goals and expectations of the school

Parent involvement in the educational process of their children has been noted as important by numerous researchers (Clauset & Gaynor, 1982; Conklin & Dailey, 1982; Donovan, 1983; Frazier, 1982, Gauthier, 1982; Hersh, 1982; Heyneman & Loxley, 1983; Kelley, 1981; Levine & Stark, 1982; Lezotte, 1982; Moles, 1982). Parent involvement is described as family process factors: the press for achievement, language models, home guidance, and participation (Fotheringham & Creal, 1980). These factors are more predictive of educational attainment than is the socio-economic status of the family.

Parent support refers to any action or attitude at home which reinforces the goals of the academic program of the school. It can be as simple as parents following through on requests or instructions from the school, for example, contacting the school when the child is absent, or more extensive, such as setting time aside each night to review homework or practice spelling words with their children.

Parent support and involvement is characterized by:

- the parents' awareness, understanding, and support of the basic objectives of the school
- the parents' belief that they are important to the school's accomplishment of its objectives
- the parents' contribution to the child's daily pursuit of educational objectives
- the frequent communication to the parent by the school of the child's academic progress
- a wide range of possible school involvement activities available to parents
- the parents' awareness of the importance of homework
- the parents' awareness of ways they can help their children with their studies

Characteristic 9: Teacher-designed instruction that maximizes substantive learning time, monitors student progress, and gives regular feedback to students regarding progress

Teacher-designed instruction requires that teachers specify objectives at the correct level of difficulty, clearly communicate tasks to students, monitor student outcomes and adjust to meet their needs, and provide regular ongoing feedback on academic progress. Student involvement and high "time-on-task" are also desired (Behling, 1981; Brandt, 1982; Cooley & Leinhardt, 1980; Donovan, 1983; Egan, 1982; Evertson, Anderson, Anderson & Brophy, 1980; Gage, 1979; Gauthier, 1982; Holmes, 1981; Peterson & Walberg, 1979; Rist, 1970; Rutter et al, 1979).

Teacher-designed instruction assumes the teacher chooses appropriate activities for students to help them master academic objectives; it does not mean that the teacher solely presents information to the class. Teacher-designed instruction might include the teacher deciding to have students work at the computer to help them review math facts. One caution to add at this time is that seatwork must be used with discretion. The Beginning Teacher Evaluation Study (Fisher, Berliner, Felby, Marliave, Cahen, Dishaw, & Moore, 1978) reported that student engagement rates are very low during activities which require seatwork. While seatwork can be beneficial, the teacher must ensure that students are "actively" and "successfully" engaged in the work for it to be effective. Teacher-designed instruction includes:

- students spending the majority of their classroom time in activities related to intended learning outcomes
- teachers establishing and maintaining a brisk pace for instruction
- classroom activities that are challenging
- systematic monitoring and recording of student achievement
- students and parents being regularly advised of the student's academic progress
- teachers choosing instructional activities which promote high success and achievement for all students
- teachers assigning homework frequently and purposefully
- students from all socio-economic backgrounds having high achievement
- teachers constantly adapting their instruction to meet student needs
- a system establishing student accountability for behavior and academic work
- teachers rewarding student achievement
- teachers maintaining accurate records of student progress
- teachers being available for students who have difficulty with classroom assignments

Characteristic 10: District-level support for building-level management of improvement efforts

While the individual school and its principal have the primary responsibility in planned change efforts, the central office staff must also be involved. Active support

from central office people has been found to be critical to planned change efforts (Keys & Bartunek, 1979; Runkel & Schmuck, 1974, 1976; Schmuck, Murray, Smith, Schwartz & Runkel, 1975). Mere verbal support is not sufficient, support by by superintendent and central office staff should include working with principals in problem solving with their staff: describing conditions, inferring problems, and identifying alternative solutions (Heckman, Oakes, & Sirotnik, 1983). Central office staff should not prescribe change for schools but rather help staff examine their schools and decide on improvement plans. Huberman (1983) found that when central office staff initiate a program, they also need to provide technical and instructional support, get the practice stablized, and "routinize" it into existing training, budget, and policy cycles to ensure its successful implementation.

District-level support for school improvement includes:

- insuring the awareness and knowledge of the change by central administrative people: the purpose and benefits of the practice should be clear
- arranging funding and other support
- assisting in evaluation
- helping plan how to continue and institutionalize the practice
- providing support and incentives to and for the principal
- protecting the innovation from budget cycle cuts by creating a line budget category
- locating new practices which "fit" with the school and community
- securing administrative commitment, administrative pressure, and administative support
- ensuring assistance is available to users after training phase is completed
- facilitating problem solving with school staff and principal

Characteristic 11: High expectations commonly shared for the performance of staff, administrators, and students

Much research has been conducted in the area of teachers' expectations of students and student ability; teacher expectations are of paramount importance (Rosenshine, 1978). Teacher biasing of instructional outcomes, referred to as "self-fulfilling prophecy," was first researched by Rosenthal & Jacobsen (1968). Teacher expectations tend to persist and sustain student performance - often at undesirable levels (Cooper, 1979, Guskey, 1982, Smith, 1980). These expectations are reflected in the kinds of activities and curriculum teachers choose for students but also in a number of other differential behavioral treatments. Teachers tend to be warmer, use more smiles,

head nods, eye contact, and personal interactions with bright students. Bright students receive more praise, are asked more questions, and are encouraged to respond appropriately. Less able students receive more criticism, more control, less teacher contact (Cooper, 1979; Brophy, 1981; Good, 1981; Washington, 1979). Newman (1981) suggests that student alienation can be reduced by having clearly stated and limited goals. Student alienation is a common barrier to effective school practices.

Because schools have been noted for their "structural looseness," it is important to also have clear expectations stated for staff and administration (Bidwell, 1965; Weick, 1976). Teaching has been characterized by a high degree of autonomy. To help tighten the structure of schools so that successful change can occur, the role of the principal and teacher should be well defined. Academically successful schools have been characterized by expectations of staff administration for good work and high achievement (Purkey & Smith, 1982). One new role for the principal is that of an "instructional leader": a person who is a knowledgeable colleague, a process monitor, and a supportive leader (Williams, 1980). One of the principal's new roles is to follow training with in-classroom observation and conferencing to help teachers acquire new instructional skills. When principals have a clear idea of their role and knowledge of the process of change, the change tends to be more successfully implemented (Nicholson & Tracy, 1982).

One of the behaviors of effective principals has been identified as holding themselves and their staffs personally accountable for student achievement in basic skills. If this idea is to be carried out, the role of the teacher will change and should be clarified so that the instructional staff knows what is expected.

High expectations for administration, staff and students:

- will be clearly stated in a written form
- will be understood and agreed upon by administration, staff, students and parents
- will be constantly monitored, reviewed, and clarified
- will allow for rewarding those who perform expected behaviors
- will be created with staff and community input

Characteristic 12: Order and discipline communicating the seriousness and purposefulness with which the school takes its task

The seriousness and purposefulness with which the school approaches its task is communicated by the order and discipline it maintains in its building. It seems logical that students cannot learn in an environment that is noisy, distracting, or unsafe. Some recent research indicates that clear, reasonable rules, fairly and consistently enforced, not only can reduce behavior problems that interfere with learning but also can promote feelings of pride and responsibility (Brookover, 1979; Weber, 1971; Glen, 1981; Rutter, 1979; Edmonds, 1979, 1981; Stallings, 1978; Coleman, 1981).

Higher achievement is associated with effective management of behavior (Brookover, Beamer, Efthim, Hathaway, Lezotte, Miller, Passalacqua, & Tornatzky, 1982). Part of the reason for this seems to be that minor interruptions related directly to time-on-task. In the average class, disruption results in 45-55% of the time-off-task (Jones, 1979). In a poorly managed classroom, this percentage could be much larger! Rules and expectations for students:

- should be written, posted, and communicated to students
- go beyond the classroom to include hallways, recess, lunch hour and assemblies
- should represent school-wide norms
- are enforced by all teachers toward all students - not just those students assigned to them
- have written policies and procedures for staff to follow to deal with student misbehavior
- are consistently upheld by all staff
- should be tied to learning (Rules and procedures are established to help students learn more effectively.)
- include identification of specific required behaviors
- include both negative and positive consequences that result from non-compliance

Characteristic 13: Cooperative Group Learning emphasized

Cooperative group learning refers to the use of small, structured groups of heterogeneous-ability students completing academic tasks together in an interdependent, cooperative environment. Positive interdependence is a social psychological term meaning that the goal attainment of one member is positively related to the goal attainment of other members. In other words, the actions and performance of one member of an inter-

dependent group affects the other members of the group, In one cooperative group model, social skill training of students in effective group behaviors is an integral part of the program (Johnson & Johnson, 1975).

Recent studies have found increased achievement of students in cooperative learning groups compared to other classroom techniques when individual accountability as well as positive interdependence is emphasized (Johnson & Johnson, 1983; Slavin, 1980; Slavin & Tanner, 1979). The results of a statistical meta-analysis of 122 studies that compared cooperative, competitive, and individualistic learning found cooperative learning to yield superior achievement results and to enhance motivation (Johnson, Johnson, Skon, Maruyama, & Nelson, 1981). Several studies have found that time-on-task does not vary between well-managed small groups and whole-class instruction (Cornbleth & Korth, 1980; Gross, 1983; Johnson & Johnson, 1983).

A cooperative rather than competitive school environment enhances learning; competition has been found to accentuate individual differences which can be especially detrimental for those with debilitating differences (Ames & Ames, 1978; Ames & Felken, 1979). A competitive atmosphere promotes a few "winners" and a lot of "losers." Resulting feelings can discourage many from even trying to be successful (Johnson & Johnson, 1975).

The power of peer relationships developed in small groups can also be used to promote academic performance. Peer relationships influence how students feel about school, academic excellence, and the importance of completing homework, attending school, and studying. In a cooperative learning group, the peer norms have been found to support successful academic performance, to increase active learning time, and to develop an effective learning climate (Slavin & DeVries, 1979). Other studies suggest self-esteem, mutual concern, greater liking for the subject matter, and great liking for school also occur (Slavin, 1980; Johnson, 1980a).

Cooperative group learning is characterized by:

- small (2 - 6 member) heterogeneous-ability groups
- interdependent structure with high individual accountability
- cooperative environment and reward system

- well-structured group tasks
- student support for each other's efforts to achieve
- social skill training so that students have the skills to work effectively in a group
- monitoring and processing of group members' behaviors

Characteristic 14: Multi-ability groups of students organized for majority of the instructional day

The importance of using multi-ability groups for students has its basis in teacher expectation research. Teacher expectation of and behavior towards students of different ability levels result in a wide variance of achievement. (See Characteristic 11.) Leinhardt and Palley (1982) concluded that achievement in ability groups is not simply the result of the grouping but rather an outcome of the concomitant expectations and teaching. Low-ability homogeneous grouping has not been associated with improved instruction (Leinhardt & Palley, 1982; Winn & Wilson, 1983); in reality, the tendency is to have lower expectations for those students (Acland, 1972; Alexander & McDill, 1976; Good, 1981; Hargreaves, 1967; Heyns, 1974; Schafer & Olexa, 1971). Students, once placed in ability groups, tend to get "locked-in." If there is movement from one group to another it has generally been found to be a downward movement (Rosenbaum, 1976). Homogeneous grouping results in differentiated learning experiences and student expectations and tends to provide vastly different educational experiences to "high" ability and "low" ability students. These differentiated experiences produce vastly different levels of student achievement over time (Brookover, et al, 1982). Wilson and Schmits (1978) found that the practice of homogeneous grouping has not been supported by research for over fifty years, yet it is still a pervasive practice in schools.

Students, also, are very sensitive to social comparisons among peers and to their differences. Homogeneous-ability grouping may result in feelings of relative deprivation of less skilled students (Levy, 1983; Schwarzer & Schwarzer, 1982). These low-ability students tend to create anti-educational norms (Winn & Wilson, 1983) as well as other counter-culture behaviors such as drug abuse (Johnson, 1980b). In addition,

Johnson & Johnson (1980) propose a social judgment process in which initial impressions and stereotyping of an individual can lead to a differentiated and dynamic view or to a static and oversimplified view of others. A realistic and differentiated view of others is more likely to occur in the cooperative context as opposed to individualistic or competitive contexts. Cooperative learning groups are best formed using heterogeneous ability membership. (See Characteristic 13.) The practice of multi-ability grouping of students:

- communicates clear expectations that all students can be taught and none will fall below minimum levels of achievement
- helps promote student expectations that they can learn and that their behaviors are related to achievement
- promotes staff to treat students equivalently
- does not negate the use of homogeneous grouping (However, homogeneous group membership should be changed frequently.)
- can employ cooperative group learning techniques as well as whole-group instruction

Characteristic 15: Positive teacher-student interactions

Teacher behaviors reflect and reinforce a school's overall climate (Squires et al, 1981). Just as teacher expectations can have a negative impact on student performance, (see Characteristic 11), expectations can also have a positive effect: they can communicate to students the expectation and belief that all students can learn. Many teachers believe that an orderly environment can only be established through authoritative and repressive control tactics. Many teachers disregard that the majority of problem children are those with learning problems who are not meeting with success (Bloom, B., 1976; Bloom, R., 1980; Duke, 1976, 1978; Glasser, 1969; Kindsvatter, 1978). Teachers who communicate high expectations to all students and do everything possible to help all students attain basic competencies also impact three aspects of student learning climates: student academic norms, student self-concept of academic ability, and student sense of academic futility. All three of these factors relate to students' feelings about learning. The things which teachers say and do create an atmosphere within the classroom which has a tremendous impact on learners. When teacher-student interactions are characterized by positive, warm, attitudes and feelings of respect, a climate which supports success is created.

Positive teacher-student interactions are characterized by:

- teacher expectations for high achievement from all their students
- equal opportunity for participation in classroom activities
- less differentiated teacher behavior toward students of different ability groups
- the courteous and respectful treatment of all students regardless of their race, religion, sex, economic status, or achievement level
- the belief by students that their teachers care about them as people

1.2 Pilot Testing of the Minnesota School Effectiveness Training Model

By testing the Minnesota School Effectiveness training model in at least twenty schools, it is hoped that all schools in Minnesota will have access to a research base for school improvement, a tested process for planning and implementing change in schools, and actual training materials and resources related to school effectiveness. Data collected from the pilot sites will be used to modify or recommend modifications of the training model.

2.0 CRITICAL ATTRIBUTES OF THE TRAINING MODEL

2.1 Content

The content of the Minnesota School Effectiveness training model is designed to address all fifteen effective schools characteristics. The characteristics form two clusters: broad school organizational characteristics and characteristics of instructional strategies used in the classroom. Each school participating in the training program must attend to the school organizational needs prior to and in conjunction with a narrower focus on instructional strategies. In the short period of time available for pilot testing, it is unlikely that a school will successfully focus on more than two different instructional characteristics. It is assumed, however, that over a period of three to five years, schools would demonstrate all of the characteristics.

The *school organizational characteristics* include: goals and expectations (#1), building-level leadership (#2), school climate (#3), school-site management (#4), curriculum articulation and organization (#5), building-level staff development program (#6), collaborative planning and collegial relationships (#7), and district-level support (#10), as described previously. *Classroom instructional characteristics* include: teacher-designed instruction/substantive learning time/monitoring/feedback (#9), high expectations (#11), order and discipline (#12), cooperative learning (#13), multi-ability groups (#14), and positive teacher-student interaction (#15). Parental involvement (#8)

may be addressed through both school-wide programs and specific teacher behaviors.

Therefore, the content of training for all schools will address the organizational characteristics and will provide an overview of the classroom instructional characteristics. Suggested training programs related to instructional characteristics will be available, but those used by each school will be determined by the staff and administration of that school.

2.2 Process

The process used to deliver the training model includes the following research-supported (Sparks, 1983) characteristics:

- Content verified by research to improve student achievement
- Context of acceptance by involving teachers in decision making and providing both logistical and psychological administrative support
- Training sessions conducted two or three weeks apart
- Presentation, demonstration, practice and feedback included
- Opportunity for small-group discussion of application of new practices
- Peer observation encouraged with opportunity for discussion following observations
- Research support and rationale for new techniques presented to teachers with opportunities to discuss doubts and objections.

Each step of the training model is designed to support effective planned change processes in the participating schools.

The major components of the Minnesota School Effectiveness training model are:

1. General awareness of research related to effective schools and all training components
2. Assessment of school's current status with respect to each of the fifteen characteristics identified
3. In-depth analysis of school's goals and expectations, climate, and collaborative planning/collegial relationships by leadership team under guidance of state/regional facilitator
4. Total school involvement in resolving concerns raised by #3 above
5. Plans developed by school staff to focus on one or two instructional strategies while continuing to address school organizational needs
6. Instructional skills training delivered in multiple sessions at school site with structured coaching, feedback, and follow-up sessions by facilitators and principals
7. Training for the principal that includes self-assessment in identified competencies of an effective instructional leader and individual development opportunities in areas assessed as high priority (Priority competencies must include observation and conferencing processes with teachers.)

8. Opportunities to share experiences with other participating schools structured by a state-wide network
9. Further assessment and staff development planning

3.0 PLAN TO IMPLEMENT THE TRAINING MODEL AT PILOT SITES

3.1 Awareness

In each ECSU region school districts will be invited to send representatives to a three-hour session which will present research support for the school effectiveness characteristics, the training model to be implemented, expectations for pilot schools, and criteria for pilot site selection. After pilot sites are selected, an orientation package with materials and script will be made available for use with total school staff from pilot sites.

3.2 Site Selection

3.2.1 Expectations

Schools wishing to participate in the pilot program must have the signatures of both the superintendent and principal indicating commitment to:

1. Identify a leadership team of one principal, four teachers, and (if possible) a district administrator for participation in all components of the training model (Team members should be experienced educators who are committed to school improvement and demonstrate willingness to provide ongoing dissemination of resources and skills gained from the program to other staff members.)
2. Allow the leadership team to attend approximately 8 days of training provided by the state, with travel, lodging, and substitute costs provided by the state
3. Support efforts of leadership team in planning and involvement of school staff in on-site training related to school organizational characteristics and one or two instructional characteristics, by allocating at least two days of scheduled workshop time and by providing consultant expenses for on-site training planned
4. Involve the principal in principals' training and in providing observations and feedback for participating teachers
5. Provide data as required by the evaluation plan related to student achievement, teacher knowledge and instructional behaviors, and perceptions of changes in the school organizational climate

3.2.2 Criteria

From the schools which indicate district-level and school-level commitment to full participation in the pilot program, at least twenty schools will be selected as pilot sites according to the following

criteria:

1. The sites will include at least two from each ECSU region.
2. At least one-third of the sites will be elementary schools, and at least one-third will be secondary schools.
3. The sites will include schools of varied size.
4. The sites will include schools with varied degrees of experience with school effectiveness efforts.

3.2.3 Benefits for Pilot Sites

Schools participating in the 1984 pilot test of the Minnesota School Effectiveness training model will receive the following benefits:

1. Training for leadership teams
2. Principals' training
3. Technical assistance for and facilitation of school planning and training efforts
4. Materials package for School Effectiveness Orientation
5. Support materials for on-site implementation of activities
6. Facilitation of peer observation, coaching, and networking processes

3.3 Role of Facilitators

The training model includes the use of facilitators to work closely with small groups of schools serving the following functions:

1. Providing technical assistance for data collection
2. Providing technical assistance for awareness and planning sessions at at the school level
3. Assisting planning for staff development activities
4. Coordinating meetings of 6-7 schools to provide reinforcement of general training and to encourage networking among schools
5. Making on-site observations, providing feedback to schools about implementation progress

In order to provide such functions, facilitators should have previous successful experience in organizational development and should receive training in addition to that received by leadership teams.

During the pilot-testing period consultants will be hired to provide pilot-site facilitation under the supervision of Richard Mesenburg, Minnesota Department of Education. If possible, each ECSU will designate an individual with appropriate qualifications to participate in the 1984 training provided for leadership teams, with the assumption that in

future programs regional facilitators may be provided through the ECSUs.

3.4 Initial Training for Leadership Teams

Five days of intensive training for leadership teams from each of the pilot sites will be provided on June 18-22, 1984. The purpose of the training will be to create cohesive leadership teams with clear understanding of their responsibilities for the pilot programs, to provide awareness and understanding of the major characteristics of effective schools, and to give leadership teams adequate preparation for assessment and planning activities to be conducted at their respective schools.

The topics for the initial training are:

6-18-84
- Overview of the Minnesota School Effectiveness program and pilot project
- Overview of research support for characteristics of effective schools
- Research-supported guidelines for effective planned change and staff development
- Leadership team responsibilities

6-19-84
- School goals and expectations
- Positive school climate

6-20-84
- Orderly/disciplined environment
- Teacher expectations of students
- Positive teacher-student interaction
- Parental involvement
- Instructional leadership
- Participatory planning

6-21-84
- Teacher-designed instruction that maximizes substantive learning time, monitors student progress, and gives regular feedback to students regarding progress
- Cooperative group learning
- Multi-ability grouping of students

6-22-84
- Assessment instrument and process
- Planning for 1984-85
- Collegial support and peer observation systems

3.5 School-level Assessment and Planning

The leadership teams, with assistance from pilot-site facilitators, will follow a recommended process for collecting and analyzing assessment data during August and September, 1984. The teams will lead their schools in developing plans to address the school organizational characteristics based on the assessment. Suggested activities with support materials will be provided to facilitate pilot-site planning.

3.6 Training for Principals

In addition to training provided in conjunction with leadership team training, principals will receive approximately ten days of training. The principals' training will include self-assessment in identified competencies of an effective instructional leader to develop a plan to focus on them in 1984-85. All principals will be expected to use an observation and conferencing process during program participation. About half of the training will be provided to all principals in centralized activities; the remainder will be individualized.

3.7 On-site Training for School Staffs

Most of the activity that is expected to affect student outcomes will occur at the school site. All of the staff will be involved in activities designed to improve the school's clarity of mission, healthiness of climate, and other organizational factors. Once clear goals and expectations are established, efforts related to other organizational factors will continue concurrently with training for volunteer teachers to focus on the improvement of specific instructional factors.

The leadership teams, with guidance from pilot-site facilitators, will use materials and activities presented during the initial training in June to work with their staffs to clarify goals and expectations, to enhance collaborative planning and collegial relationships, to improve school climate, and to plan staff development programs. Materials and suggestions will be provided by the Minnesota School Effectiveness program.

Each school will identify one or two instructional characteristics on which to focus in 1984-85. These characteristics include teacher-designed instruction/substantive learning time/monitoring/feedback, high expectations, order and discipline, cooperative learning, multi-ability groups, and positive teacher-student interaction. Training related to identified instructional characteristics will be provided for volunteering teachers and may be provided

after school hours. Any related costs (e.g., stipends, substitute pay, consultants) will be provided by the schools. If additional funds should become available to the Minnesota School Effectiveness program, some of the on-site training costs may be subsidized.

3.8 Network and Follow-up Activities

A state-wide network of participating schools will be developed through the centralized initial training period and maintained through occasional newsletters and meetings. Richard Mesenburg and the pilot-site facilitators will disseminate information about the pilot-site activities and information relevant to school effectiveness through a newsletter to all staff members of participating schools. The pilot-site facilitators will coordinate at least three meetings of the small groups of pilot-site leadership teams for which they are responsible. These meetings will not only allow schools to share information, but also will provide a means to reinforce and integrate the concepts presented in the June training program.

Follow-up activities at the school sites will be planned by each school with the assistance of the pilot-site facilitators. A basic support structure will be developed to include job-embedded practice, modeling, coaching, feedback, and/or peer observation.

3.9 Evaluation of Training Model

In addition to the summative evaluation conducted by the Minnesota Department of Education's Evaluation Section, formative and process evaluation data will be collected to report to the School Effectiveness Advisory Task Force and to modify the implementation plan as warranted. Documentation of activities provided at the state, regional, and school level will be used to plan replication programs. Data collected will include logs kept by pilot-site facilitators and principals, participant survey information collected at state and regional activities, a sample of classroom observation records (with teachers' identities protected), and pre- and post-program assessment results.

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(Figure 1)

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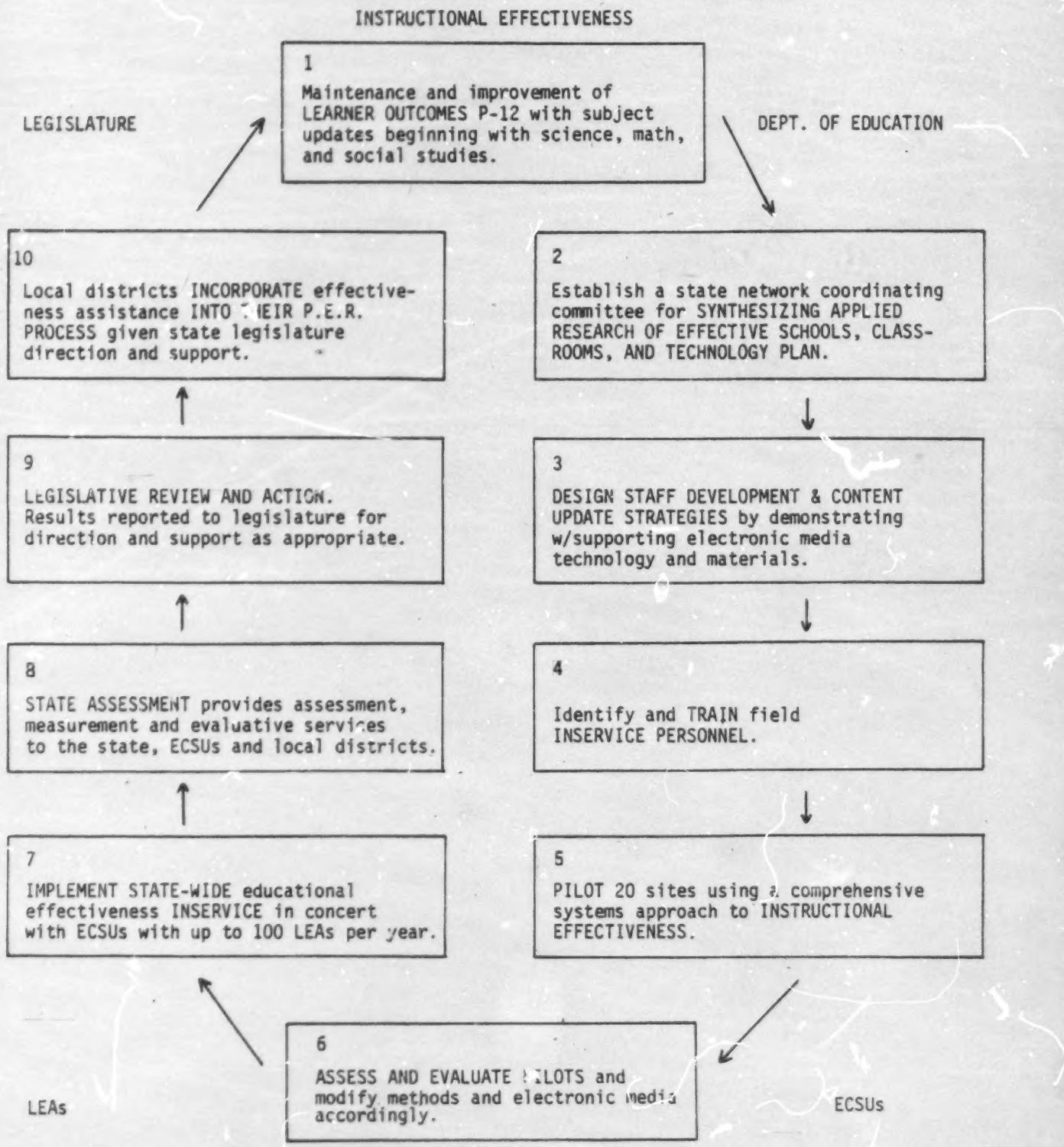
INSTRUCTION AND LEARNING IN MINNESOTA


INSTRUCTIONAL EFFECTIVENESS
1
Maintenance and improvement of LEARNER OUTCOMES P-12 with subject updates beginning with science, math, and social studies.
LEGISLATURE
DEPT. OF EDUCATION
10
Local districts INCORPORATE effectiveness assistance INTO THEIR P.E.R. PROCESS given state legislature direction and support.
2
Establish a state network coordinating committee for SYNTHESIZING APPLIED RESEARCH OF EFFECTIVE SCHOOLS, CLASSROOMS, AND TECHNOLOGY PLAN.
9
LEGISLATIVE REVIEW AND ACTION. Results reported to legislature for direction and support as appropriate.
3
DESIGN STAFF DEVELOPMENT & CONTENT UPDATE STRATEGIES by demonstrating w/supporting electronic media technology and materials.
8
STATE ASSESSMENT provides assessment, measurement and evaluative services to the state, ECSUs and local districts.
4
Identify and TRAIN field INSERVICE PERSONNEL.
7
IMPLEMENT STATE-WIDE educational effectiveness INSERVICE in concert with ECSUs with up to 100 LEAs per year.
5
PILOT 20 sites using a comprehensive systems approach to INSTRUCTIONAL EFFECTIVENESS.
6
ASSESS AND EVALUATE PILOTS and modify methods and electronic media accordingly.
LEAs
ECSUs

(Figure 2)

MINNESOTA SCHOOL EFFECTIVENESS PROGRAM